

LINGUISTICS 10: Introduction to Language

Fall 1999 Course Outline

Overview

Introduction to Language is a baccalaureate-level class which transferrable to the CSU system. It is appropriate for students interested in learning about the development of human language both throughout time and within individuals. It is particularly appropriate for language, liberal studies, or child development majors. Only eligibility for English 1A is required, but in general, students who have completed English 1A have an advantage because of the amount of writing required.

Linguistics 10 examines that nature of human language, its historical development, its structural elements, and the processes and stages of language acquisition. Biological, historical, and social perspectives affecting language usage are investigated. Language knowledge and usage are described in systematic linguistic terms.

SPECIFIC KNOWLEDGE AND SKILLS

1. Analyze language usage universals, theories on the origin of language, and linguistic knowledge vs. performance.
2. Use basic linguistic symbols, terminology, and rules to describe the language systems of phonology, morphology, semantics, and syntax.
3. Apply basic linguistic methods to gather, organize, and formalize description of language samples.
4. Identify processes used in phonology, morphology, and syntax to account for language variation.
5. Detect ambiguities in lexical and syntactic elements and use several methods to disambiguate them.
6. Describe language acquisition stages in babies and children and discuss influences on age and rate at which language is acquired.
7. To apply what you've read about and learned in class in order to think critically about various debates about language use and policy that you encounter around you in your communities and in the media.

CLASS FORMAT AND REQUIREMENTS

The class will be offered simultaneously to students at Reedley College and at the Oakhurst Center. Generally, the instructor will address the group in Reedley live and the students in Oakhurst will participate via distance education technology. Both sites will have technicians on hand to make sure that the equipment works and that things run smoothly. Should we lose audio or video contact, **OAKHURST STUDENTS SHOULD CALL THE INSTRUCTOR IMMEDIATELY AT 638-3641, ext. 3714.**

The class format will include lecture, discussion, group and individual activities, and video

grading scale

presentations. Outside of class, students will be required to complete homework readings and language analysis exercises, gather language samples, and work individually or in groups to investigate aspects of language usage. Your course grade will be based equally upon your performance on the in-class and homework, take-home tests, the Class Journal, and the Class Clipping File.

Because we meet only once a week, you are allowed a **MAXIMUM** of three absences. Students who are absent more than three times will be dropped from class. Also, you must hand your assignments in on-time or soon after even if you are absent. To be fair to other students in the class and to assure that your work is graded with the same standard as your peers', be sure to hand in take-home tests and homework assignments on time. I reserve the right not to accept late work.

The last day to change from a letter grade to credit/no credit grading is Friday, September 17. The last day to drop a class is Friday, October 15.

COURSE MATERIALS:

Text: Yule, George. *The Study of Language, Second Edition.*

Readings: Articles from handouts, newspapers, and magazines, and on-line sources.

Linguistics 10 Reyes
 Course Syllabus, Fall 1999

Text: *The Study of Language, Second Edition*, by George Yule.

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Prereading</u>	<u>Other</u>
1	Aug. 17	Course Introduction; What is Linguistics?; Origins of Language		Begin Clipping File
2	Aug. 24 O	Origins of Language; Writing Systems	Chs. 1 and 2	Begin Class Journal
3	Aug. 31	Properties of Language; Language Universals; Animals & Human Language	Chs. 3 and 4; Hand- out on language universals	Test #1 Distributed
4	Sept. 6	The Sounds of Language	Ch. 5	Test #1 Due
5	Sept. 13	The Sounds of Language	Ch. 5	
6	Sept. 20	The Sound Patterns of Language	Ch. 6	
7	Sept. 28	The Sound Patterns of Language; Language History and Change	Chs. 6 and 19	First Journal Segment Due
8	Oct. 5 O	Words and Word-formation Processes	Ch. 7	Test #2 Distributed
9	Oct. 12	Morphology	Ch. 8	Test #2 Due
10	Oct. 19	Grammar/Syntax	Chs. 9 and 10	
11	Oct. 26	Syntax	Ch. 10	
12	Nov. 2	Semantics	Ch. 11	Second Journal Segment Due
13	Nov. 9	Pragmatics; Discourse Analysis	Ch. 12 and 13	Test #3 Distributed
14	Nov. 16	Language and the Brain; First Language Acquisition	Chs. 15 and 16	Test #3 Due
15	Nov. 23	Second Language Acquisi- tion/Learning	Ch. 17	
16	Nov. 30	Bilingual Programs; Ebonics; English Only; Official Language	Handouts and Clip- ping File Articles	Test #4 Distributed
17	Dec. 7 O	Language Varieties; Langu- age, Society, and Culture; Clipping File Reports	Chs. 20-21 Clipping File Articles	Third Journal Segment Due; Test #4 Due
18	Dec. 14	Clipping File Reports	Clipping File Arti-	Clipping File Due

Linguistics 10 Reyes
Class Journal Assignment

Please keep a journal about the reading assignments for this class. After each chapter or handout reading assignment that you read for class, please write at least one-and-a-half pages (typed, double spaced, no larger than 10 characters per inch) about what you've read. Here is a suggestion about how to proceed.

1. **BEFORE YOU READ:** Survey the assignment and write down two or three questions which you think or hope that the reading will answer about that topic.
2. Write a summary of what you read.
3. Write a personal response to what you read. What do you think about it? Does it evoke an emotional response in you? Are there any unanswered questions that remain?

The question step will encourage active reading habits should your mind tend to wander through the theoretical parts; however, they are not required. The summary and response parts are necessary.

The Journal will be collected and graded three times during the semester. If done well, it will prove to be a very helpful resource for use on the take-home tests. Due dates are scheduled so that you receive it back the same day that you will need it for a take-home test; therefore, **DON'T GET BEHIND!** If you hand it in a week late, you won't have it to use for the test.

Linguistics 10 Reyes
Clipping File Assignment

The assignment is to find at least 10 articles from current magazines, newspapers, and/or journals and then to write briefly about each one. The articles should be dated no older than 1999. In the file, include the full article or a photocopy of it. For each article, write up the following, which will probably run no more than a page to a page-and-a-half in length, typed.

1. Identify the topic on which the article focuses. Mention whether the topic is a problem, an issue, a discovery, a theory, or what, about some linguistic topic.
2. Summarize any background to the topic which a reader would need to know in order to understand the problem or issue. This summary may be from the article or from your own knowledge about it. Assume that you are writing for an intelligent but uninformed person.
3. Summarize details from the article. (What about this discovery? What about this problem?)
4. If it's a problem or issue, cite any solutions which the article may supply. If there are no solutions in the article, can you think of any on your own?
5. Tell why this topic is important to you or to society. (Or is it unimportant, but merely entertaining?)
6. Tell your reaction to what you read--how does it make you feel? Mad? Sad? Glad? Something else?

Please be ready to report orally on one interesting article of your choice in class on December 7 or 14.